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may have to be created, especially for vocational education, continuation school education, and the like."

The chapters dealing with the junior high school and the senior high school are especially significant. The interest of the author in broadening education to take in all of life enables him to set up possible curricula, to differentiate aims, to adapt them to vocational purposes, and to set forth present defects in a manner which is stimulating in the extreme.

The burden of the message of the book is that we have been too thoroughly bound by tradition; that prescribed courses fail to take cognizance of individual and social needs; that the schools of America must recognize American originality and American energies, and in so doing break from the ancient traditions. Her schools must minister directly to her own development.

It is from this position, then, that he discusses the objectives of mathematics, physics, history, and the graphic and plastic arts. The chapters covering these topics are worthy of study on the part of every teacher, and would prove of interest to the layman as well.

But the confirmed interest of the author in the problems of vocational education impels a consideration of that topic. The treatment is generous and based again upon his principal premise, which has been pointed out above. One who reads these chapters is impressed with the obvious sincerity of his treatment as well as with the breadth of his vision.

To the standpatter the book will be unwelcome; to the progressive and forward-looking teacher and citizen, it will be a stimulus and an inspiration.

R. E. WAGER

New spelling texts.—One of the outcomes of the educational measurement and standardization movement has been the reconstruction of certain parts of the course of study. In the field of spelling the scales which have been devised have emphasized, first, the proper selection of words which will be actually needed in written work and, second, the careful gradation of these words according to their difficulty. The logical outgrowth of such works is the construction of a new course of study in spelling which embodies these essential ideas. A new series of spellers¹ by Superintendent Lewis of Rockford, Illinois, furnishes an excellent example of the application of the results of investigations to the problem of constructing a textbook.

The words for these spellers were selected as follows: Under the direction of the author an investigation was carried out at the State University of Iowa, having for its purpose the selection of a common-word vocabulary. An analysis was made of 3,723 business and social letters which showed a total of 3,000 words which were used five or more times. This list of 3,000 words was made the basic list for the spellers. To it have been added 1,000 words taken from the spelling lists of Ayres, Cook and O'Shea, Pryor, Starch, and

¹ ERVIN EUGENE LEWIS, *The Common-Word Spellers*. Boston: Ginn & Co., 1921. Book One, pp. x+150. \$0.56. Book Two, pp. viii+184. \$0.60.

Jones. From the standpoint of vocabulary the books represent an effort to get at the common words of the English language.

The difficulty of the 4,000 words used was determined by the standardization made in the Ashbaugh-Iowa Spelling Scale, the Ayres Spelling Scale, and the Buckingham Extension of the Ayres Spelling Scale. The division of the words into lists for the different grades has, therefore, been accomplished by the most accurate method possible at the present time. It shows a marked contrast to the guesswork which determined the selection of words for most of the older spelling books.

In the presentation of words the phonetic and unphonetic words are grouped separately. Reviews and standardized test lists occur at frequent intervals. In the upper grades use is made of composition and dictation work in an effective way. Opportunity is given throughout for the gradual development of dictionary habits.

Book One is for the first four grades and Book Two for the last four of the elementary school. Considering the careful and scientific manner in which the books have been constructed, they make a valuable contribution to the list of modern elementary texts.

Educational aspects of highway engineering and transport.—It seems a far cry from the day not long past when the farmers "graded" the roads "by guess and by gosh" to the modern period when the foremost transportation experts of the country are calling upon the colleges and technical schools to supply trained engineers by the thousands who can wisely supervise the expenditure of the millions of dollars appropriated yearly for the improvement of our highways.

A report¹ of the conference on highway engineering and highway transport education held at Washington last May under the direction of the Commissioner of Education is now available. It contains a report in condensed form covering the preliminary conference held at Ann Arbor, Michigan, in April, and presents a full account of the proceedings of the larger meeting.

The importance of the highway engineering and highway transportation problem is strikingly set forth by Mr. Roy D. Chapin, president of the Hudson Motor Company, when he says, "We have practically eight million motor vehicles in the country today and we are adding to that number by hundreds of thousands each month." He estimates that thirty million persons ride in automobiles each day in the year. Motor trucks in 1919 hauled one billion tons of freight, while only ninety millions of tons were carried on the Great Lakes and the Mississippi River, and only two and one-half billion tons were hauled by the railroads of the country. In the minds of automobile men, transportation experts, and technical school officials the colleges must supply

¹ F. L. BISHOP and WALTON C. JOHN, "Education for Highway Engineering and Highway Transport," *Bureau of Education Bulletin No. 42, 1920*. Washington: Department of the Interior. Pp. 134.